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# Christian Education

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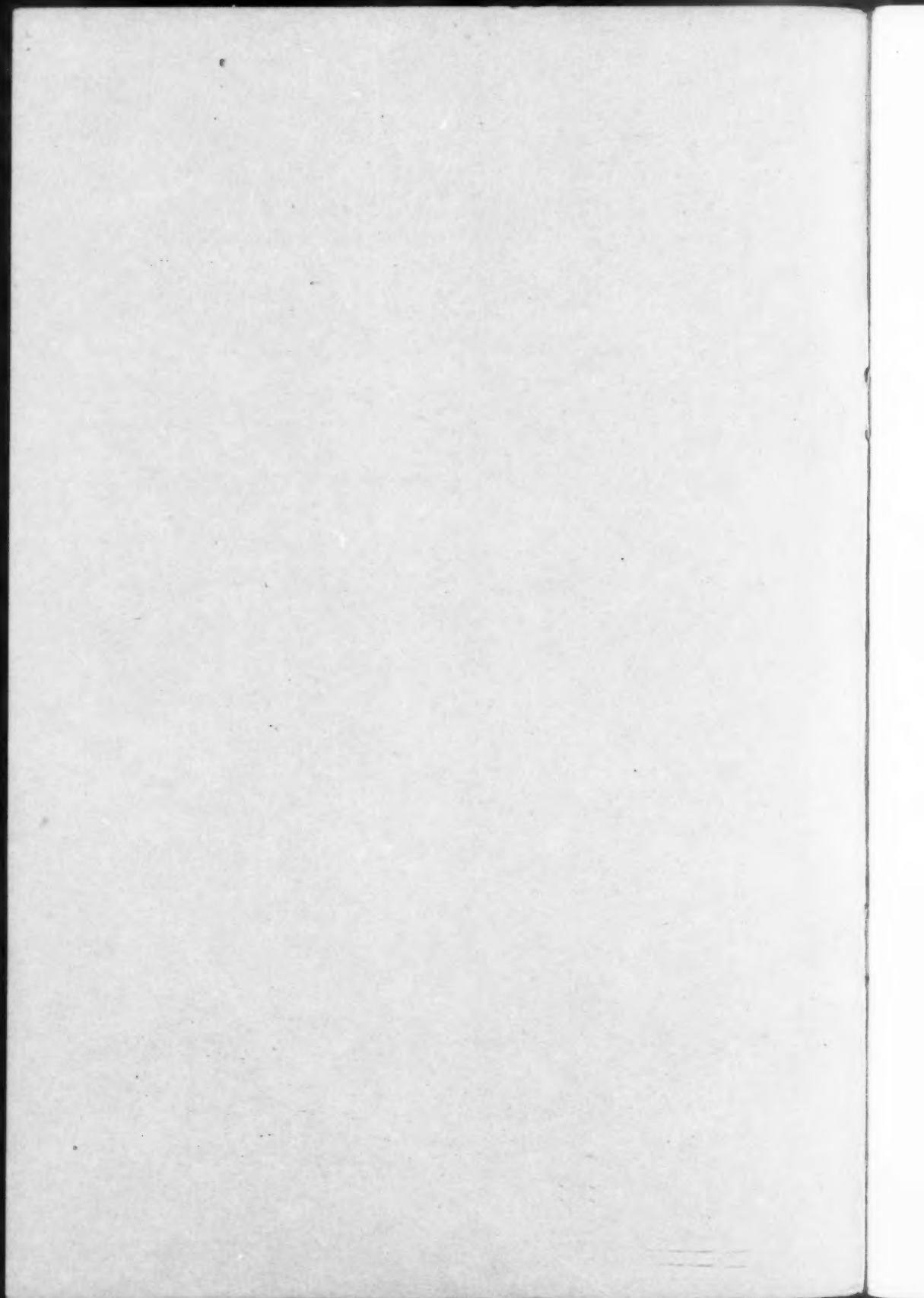
## The Seventh Annual Educational Congress

NEW YORK, JANUARY 3-8, 1921

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# Christian Education

VOLUME IV  
OCTOBER, 1920-JULY, 1921

Published monthly, omitting August and September, by  
THE COUNCIL OF CHURCH BOARDS OF EDUCATION IN THE UNITED STATES  
OF AMERICA

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# CHRISTIAN EDUCATION

Published by the Council of Church Boards of Education in the United States  
of America.

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# The Annual Meeting of the Council

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Wallace Lodge, Yonkers, N. Y., Monday, 10 A. M., January 3,  
to Wednesday Evening, January 5, 1921.

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## NOTES

Reservations for accommodations at Wallace Lodge must be received not later than January 1.

To reach Wallace Lodge, take Van Cortland Park express, Seventh Avenue Subway. At Subway terminus, take street car for Yonkers and leave the car at Park Hill. Take the elevator up the hill. Or, Yonkers may be reached by main line of the New York Central R. R.

A special invitation is extended to Board members, members of Board staffs, college officials and student pastors to attend the sessions of the annual meeting of the Council.

Accommodations at Wallace Lodge will be reserved if desired for Wednesday night, January 5.

A joint session with the Association of American Colleges is to be held Saturday morning, January 8th, at Hotel Astor, at which time the Council's Commission on Academic Freedom and Tenure of Office, consisting of President Lemuel H. Murlin, of Boston University, Dean Charles M. Cole, of Oberlin College, and Dr. R. L. Kelly, will make its report.

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## PROGRAM

Roll Call and Admission of New Members.

MONDAY, 10 A. M.

General Topic: The Year in Retrospect and the Year in Prospect.

Dr. A. W. Harris, President of the Council and Corresponding Secretary of the Board of Education of the Methodist Episcopal Church.

Dr. Robert L. Kelly, Executive Secretary of the Council.  
The Unification of the Educational Activities of the Protestant Episcopal Church.

Rev. William E. Gardner, D.D., Executive Secretary of the Department of Religious Education of the Protestant Episcopal Church.

The Appointment of Committees.

2 P. M.

General Topic: The American College.

Principles for the Measurement of the Field and Constituency of an Efficient College, with Applications to Specific Situations. Dr. R. L. Kelly.

Discussion opened by Dr. Frederick E. Stockwell, Associate Secretary, College Department, General Board of Education of the Presbyterian Church in the U. S. A., Dr. H. O. Pritchard, General Secretary, The Board of Education of the Disciples of Christ, and Dr. Stonewall Anderson, General Secretary of Education, Methodist Episcopal Church South.

7:30 P. M.

General Topic: The University Center.

The Cleveland Conference with Modifications and Reservations. Report on the work in specific centers.

Dr. O. D. Foster, University Secretary of the Council and Dr. Frank M. Sheldon, for the Council Committee on University Centers.

Discussion opened by Dr. Warren F. Sheldon, Assistant Secretary Board of Education of the Methodist Episcopal Church, and Dr. J. C. Todd, Associate Secretary of the Board of Education of the Disciples of Christ.

TUESDAY, 9 A. M.

General Topic: Evangelism, Vocational Guidance and Enlistment.

The Proposals of the Committee of Eight. Dr. R. L. Kelly.

Discussion opened by Rev. Paul Micou, Assistant Secretary, College and University Work, The General Board of Religious Education of the Protestant Episcopal Church.

Dr. Frank W. Padelford, Executive Secretary, Board of Education of the Northern Baptist Convention.

Dr. Wm. H. Crothers, Associate Secretary, Student Department, General Board of Education of the Presbyterian Church in the U. S. A.

2 P. M.

General Topic: Phases of Student Work.

The Proposed Plan for the Geneva Conference.

Dr. Robert W. Gammon, District Secretary of the Congregational Education Society.

Dr. Henry H. Sweets, Secretary, The Executive Committee of Christian Education, and Ministerial Relief of the Presbyterian Church in the United States.

Theological Seminaries and Training Schools.

Dr. O. D. Foster, University Secretary of the Council.

The Survey of the Secondary Schools.

Dr. Carlos H. Stone, formerly Principal Hill School.

7:30 P. M.

General Topic: Religious Education.

The Definition of a College Department of Religious Education.

Suggestions for Schools of Religion.

Dr. Frank M. Sheldon, Secretary of the Congregational Education Society and Chairman of the Joint Committee on Religious Education of the Council and the Sunday School Council of Evangelical Denominations.

Discussion opened by Dr. John W. Shackford, Superintendent Department of Teacher Training, General Sunday School Board, Methodist Episcopal Church, South.

WEDNESDAY, 9 A. M.

General Topic: Co-operation with Interdenominational Agencies.

Proposition from the Inter-Council Conference.

Dr. R. L. Kelly.

2 P. M.

General Topic: Educational Relationships of the Council.

The Council and the Association of American Colleges.

The Council and the American Council on Education.

The Council and the N. E. A.

Dr. R. L. Kelly.

The Report of the Committee on Policy.

7:30 P. M.

Business Session.

Reports of the Committees on Budget, Audit, Nominations.

Unfinished business.

**DENOMINATIONAL GROUP MEETINGS****Presbyterian College Union:**

156 Fifth Avenue, Wednesday and Thursday, January 5 and 6.

President, E. E. Reed, President Westminster College.

Secretary, Harry M. Gage, President Coe College.

**Methodist Episcopal Educational Association:**

Hotel Astor, Wednesday and Thursday, January 5 and 6.

President, L. H. Murlin, President Boston University.

Secretary, R. J. Trevorror, President Centenary Collegiate Institute.

**Disciples Educational Association:**

Woodstock Hotel, Wednesday evening, January 5, and Thursday, January 6, 9:30 A. M.

**Congregational College Survey Committee:**

287 Fourth Avenue, Thursday, January 6, 10 A. M.

President, Henry Churchill King, President Oberlin College.

Secretary, Dr. Arthur E. Holt, Congregational Education Society.

Educational Conference American Christian Convention, Hotel Astor, Thursday, January 6, 9:30 A. M.

Meeting of Executive Committee, Association of American Colleges, Hotel Astor, Wednesday, January 6, 10 A. M., and 2 P. M.



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**ASSOCIATION OF AMERICAN COLLEGES  
SEVENTH ANNUAL MEETING**

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**NOTES**

Much material for the Commission and Committee Reports to be presented at this meeting has been furnished from the American Education Survey which was conducted the past year under the direction of the Executive Secretary of this Association and the Council of Church Boards of Education.

An exhibition of maps, charts and graphs will be made in connection with Commission reports. Material will be shown by means of automatic balopticons, including two hundred slides of Oxford University furnished by Professor Aydelotte.

President Butler of Columbia and Dr. Furst of the Carnegie Foundation extend the courtesies of their institution, and particularly of their libraries, to members of the Association during their stay in New York.

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**PROGRAM**

Hotel Astor, New York City

**\*THURSDAY, 6:30 P. M.**

The College Contribution to American Education.

President Nicholas Murray Butler, Columbia University.  
Dr. John H. Finley, the Commissioner of Education of the State of New York.

President Charles A. Richmond, Union College.

President James R. Angell, Carnegie Corporation of New York.

Chancellor Elmer Elsworth Brown, New York University.

President M. Carey Thomas, Bryn Mawr College.

President George E. Vincent, The Rockefeller Foundation.

**FRIDAY, 9:15 A. M.**

Report of the Association Commission on the Organization of the College Curriculum.

Types of Junior Colleges and Their Relation to Senior Colleges.

Dean David Mackenzie, Detroit Junior College, President of the American Association of Junior Colleges.

Leader in Discussion: Dr. Wilson Farrand, Headmaster of Newark Academy and Chairman of the Committee on Junior Colleges of the National Conference Committee on Standards.

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\*Note—This session is a dinner for which a charge of \$3.50 per plate will be made.

## FRIDAY, 2:15 P. M.

Report of the Association Commission on the Distribution of Colleges.

Report of the Association Committee on College Architecture.  
The American Council on Education.

Dr. S. P. Capen, Director.

## FRIDAY, 7:45 P. M.

Report of the Association Commission on Faculty and Student Scholarship.

Leader in Discussion: Professor Frank Aydelotte,\*\*  
Chairman Committee "G" of the Association of University Professors and American Secretary of the Rhodes Scholarship Trust.

The Present Status of Honorary Degrees.

President Frederick C. Ferry, Chairman of the Committee on Honorary Degrees of the National Conference Committee on Standards.

The Purpose and Development of the Commonwealth Fund.

Dr. Max Farrand, General Director.

## SATURDAY, 9:15 A. M.

JOINT SESSION WITH THE COUNCIL OF CHURCH BOARDS  
OF EDUCATION

Report of the Commission of the Council of Church Boards of Education on Academic Freedom and Tenure of Office.

President Lemuel H. Murlin, Boston University.

Dean Charles M. Cole, Oberlin College.

Dr. R. L. Kelly.

Leader in Discussion: Dean Roy C. Flickinger, Northwestern University, Chairman of the Committee on Academic Freedom of the American Association of University Professors.

Higher Education and Training for Citizenship.

Dr. George F. Zook, Specialist in Higher Education of the U. S. Bureau of Education.

Plans of the Presser Foundation for Aiding Students in Music in American Colleges.

Dr. James Francis Cooke, Editor of "The Etude" and President of the Presser Foundation.

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\*\*Professor Aydelotte will also report on the Record of American Rhodes Scholars.

**FACILITIES FOR TRAINING THE RURAL MINISTER**

BY O. D. FOSTER

The survey of Theological Seminaries and Religious Training Schools, now being conducted by the Council of Church Boards of Education, is revealing many interesting facts. Naturally, many of these facts have been known before, but the data now at hand bring them to the front and make them stand out so clearly that they force themselves upon us with new emphasis and clearness.

One of the outstanding needs which has been pressing itself upon us, as we go forward with the survey, is that of adequate facilities for the preparation of the rural minister. It is quite generally believed that very little preparation is needed by the country pastor. These parishes are generally left for those who cannot get city pastorates or to those who have lost in the race in other ways. In short, the country pulpit is left to be filled largely by men who, for one reason or another, cannot compete with their "more able brothers in the city." Too much praise cannot be given the few men of exceptional ability who have given a deaf ear to "larger fields" and remained true to the challenge of the country.

Perhaps the saddest feature of all this is the fact that this situation is being taken as a matter of course, from which, judging by appearances, there is little thought of its ever being changed. The pulpit committee frankly states that "we cannot expect to get a man of such high qualifications as those required by the city church, nor can we pay the salary required for such a man." Similar remarks are familiar to every one who has had much to do in locating men in the field in question.

But that the need for strong constructive leadership in the country, as well as in the city, is imperative, is too obvious to call for discussion. The weakness of the country church today is not due to geographical or social conditions nearly so much as it is to the lack of the right sort of leadership.

We ask ourselves, "What is the cause of this situation?" Is it due to the lack of funds in the country? On the whole this cannot be the case, for the farmers as a class are quite as well to do as their city brethren. Is it due to the lack of a sufficiently large constituency in the rural district? This was not the case in earlier years, even when the parishioners were compelled to go on horseback and in wagon. With the advent of good roads and the automobile, which are the farmers' possession today, the parish is both enlarged and made more compact. The rural district therefore is not compelled, on the whole, to accept "the leavings" because there are not enough people within reach of the church. Or has the automobile taken the farmer to the city church? Truly this is often the case,

but on the whole it is not in discrimination against the country church as such, in favor of the city church. It is due largely either to social conditions or to the longing for the "abler message of the city preacher." Or is the difficulty due to a failure of the country to make an adequate appeal to young men preparing for life work? This cannot be the case as is evidenced by the attendance at our Agricultural Colleges.

May not a major difficulty lie back still further? Can the Seminary be held responsible because of its handicap to cope successfully with the situation? This is a question which one is inclined to ask after considerable study of the seminaries first hand, as well as through catalogs and questionnaires.

The Seminary today is "educating" men for the city church. Speaking broadly this statement will not be questioned. Some are even attempting to "train" men for the city pastorate. Others are endeavoring to "educate and to train" men for these places. More are stressing "education" rather than "training." They, for all intents and purposes, are holding before the student, consciously or unconsciously, the city pastorate as the final objective or goal. The "successful" seminary today is located in or near a large city, where the ideals, environment, atmosphere, training, etc., lead to the city and not back to the country.

Some seminaries are making an earnest effort to meet the need of the student preparing for the country parish by offering courses in Rural Psychology, The Country Church, Rural Parish Problems, etc. These courses are usually given to all the students enrolled in the seminary. Little or no opportunity is afforded for specializing in the rural work. If it were it would be inadequate if not a bit grotesque. Who expects one educated and trained in the country to be fitted, by that education and training, to lead in the solution and mastery of the complex problems of the modern city? Why then hope for men trained and educated in the present day seminary in the large city to be contented and successful in the accomplishment of a great life work in the country parish?

The construction of a new curriculum to meet the needs of the country minister seems essential. Many subjects would be taught the same. New Testament Greek would not vary in different types of schools, but the amount required might well vary. The same would be true with certain other subjects. The content of the older theological disciplines would not vary so much as the quantity required. There should be a great shift of emphasis toward the so-called practical courses, particularly in the rural field.

A faculty of specialists with peculiar experience and training would be imperative for a school meeting this particular need. A carefully prepared and supervised course of **training**

in actual country parishes should be provided. The holding of small pastorates, while attending the present day seminary, will not suffice. Those who claim that such pastorates are adequate for the training of the rural ministry may succeed in convincing the student of the truthfulness of the claim for a time, but it does it at great cost to the Christian Church.

But what is more important still by way of a radical change is the environment in which the training is taken as well as the content of the previous training and the environment in which that training is taken. That is to say, the one who aspires to be a real constructive engineer in the rural district must not only think in the terms of the people with whom he is to work, but he must also speak their vernacular. He, to be the most successful, will draw his illustrations from the farm and the science and art of farming. To do this, and to be the most effective, he should have sufficient agricultural training to give him as good a knowledge of farming as that possessed by his parishioners. He should also be made familiar during his course with the greatest modern developments of and for the country community.

Such a training would hold before the student constantly the ideals, occupation, social relationships, objects and subjects of general interest, etc., of those with whom he plans to live. Obviously this training and background cannot be provided by the ordinary college, university or seminary. To ask it of the seminary would add too greatly to the pressing demands already put upon it for specialization. The preparatory education and training may be had, to a satisfactory degree, only in an agricultural school. And only in connection with such a college could the seminary training men for the rural ministry meet its maximum efficiency and value.

Many strong men, who have either decided before entering college to devote their lives to the rural ministry or who would be susceptible to such a challenge, are lost for this field during their course in the modern college or university. The environment and training provided there make it more natural for the graduate to go to the city rather than to the country. Before the country pulpits are adequately manned much more serious attention will be paid to the agricultural college, both as a means of training and a source of supply.

With an agricultural turn to the pre-seminary course, as well as to the seminary training itself, the young minister would be equipped with an investment in training which would of itself tend to hold him to the country challenge. He would not think of the country parish as a "stepping stone to something higher" as does his brother who has been trained in the ordinary seminary. From the day he moved into his parsonage he would be planning his life work for the country and would

be dreaming dreams of the great rural community plants instead of how he is going to attract sufficient attention to get a call to the city and thus make an early escape from an irksome but necessary task to be endured during the course of his development.

The far-reaching result of an institution adequately preparing men for the rural ministry is not difficult to see. With the advent of such an institution a new day for the country church will be made possible. Since the redemption of the country church is one of our gravest problems today, it would seem that serious attention might well be given to the establishment of an institution which will meet this need.

What more important challenge faces the Church today than the creation of a great interdenominational seminary or training school at one of our better agricultural colleges, centrally located?

This is AN URGENT NEED.

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### **STUDENT ATTENDANCE AT THE PROTESTANT THEOLOGICAL SEMINARIES**

By O. D. FOSTER

The friends of Christian Education are vitally interested in knowing the number and quality of students in training for leadership in the Churches. They also desire to know how they are distributed by denominations, as well as how many will be available this coming year for their respective communions. To ascertain these facts, the Council sent inquiries to all the Seminaries and Training Schools in the country. Practically all of the schools have responded generously. Most of the blanks have been accurately and carefully filled out, for which the Council tenders its sincere gratitude. On the whole therefore the data which appear below are dependable.

In the study the figures from each school have been carefully tabulated, but it is not deemed wise to publish the detailed information from the individual institutions. Instead we have given below the results in groups or denominations rather than by particular schools. For example, the seminaries of all branches of Lutherans are grouped together, as are all the Seminaries which have maintained through their history either an organic or merely a close co-operative relationship with Congregational churches. Other groups are treated accordingly. The necessity of such treatment will be obvious.

The table below will show in analyzed form the complete summaries of the data on student attendance in respect to denominational affiliation and connection both as regards institutions and students. The left hand column lists the number

of seminaries reported in each group, whereas the line extending to the right enumerates the total number of students of all denominations in attendance in that group of schools. The perpendicular lines show the total number of students of the various denominations attending all schools. In the line below called "Others" are grouped the schools of small denominational as well as some of the stronger independent Seminaries, e. g., Union, of New York City.



The Seminary groups below are taken loosely.

DENOMINATION	No. of Sems.	Adventists	Baptists N.	Baptists S.	Disciples	Ch. of Breth.	Friends	Lutheran	Congrega.	Meth. Episc.	Meth. Ep. S.	Meth. Prot.	Pres. U. S.	Pres. U. S. A.	United Pres.	Prot. Episc.	Evangel.	Reformed	United Breth.	Unitarian	Universalist	Others	Total
Baptist N. with U. C.	9	377	5	13	6	1	10	8	22	2	3	3	10	1	1	1	4	1	2	3	1	6	482
Without U. C.	(8)	(334)	(5)	..	(2)	..	..	(5)	(4)	..	(3)	..	..	..	..	..	..	..	(1)	..	(3)	(357)	
Baptist S.	2	800	..	..	..	..	..	2	2	..	..	..	2	..	..	..	..	..	..	..	..	2	808
"Congregational"	7	1	24	36	1	4	9	95	43	..	..	..	11	16	..	8	..	5	..	..	..	24	285
Disciples	2(1)	2	..	77	1	..	..	..	6	1	..	..	..	..	..	..	..	..	..	..	..	1	88
Prot. Episc.	9	..	..	..	..	..	..	..	..	..	..	..	..	1	..	176	..	..	..	..	..	..	177
Lutheran	21	..	..	..	..	..	1139	..	2	..	..	..	..	..	..	..	1	..	1	..	..	..	1143
Methodist Episcopal	7(2)	4	..	..	..	..	1	2	644	2	..	..	3	..	..	..	..	..	..	..	..	5	661
Methodist Episcopal S.	1(3)	..	..	..	..	..	..	..	..	83	..	..	..	..	..	..	..	..	..	..	..	..	83
Presbyterian U. S.	2	4	..	..	..	..	..	..	1	..	..	..	122	1	..	..	..	..	..	..	..	..	129
Presbyterian U. S. A.	9(4)	6	..	1	2	2	4	10	22	..	..	..	7	430	5	2	6	24	4	..	..	26	551
Reformed	6	1	..	..	..	..	..	..	1	..	..	..	..	1	1	1	..	166	..	..	..	3	173
Reformed Presbyterian	2	..	..	..	..	..	..	..	1	..	..	..	..	4	1	..	..	..	..	..	..	..	19
Unitarian	2	..	..	..	..	..	..	3	..	..	..	..	..	..	..	..	..	..	19	..	..	..	22
United Brethren	2	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	62	..	..	..	64
United Presbyterian	2	4	..	..	4	..	..	6	..	..	..	..	..	2	77	..	2	..	..	..	..	..	95
Universalist	2	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	2	29	1	34
Others	11	13	29	23	61	1	11	35	28	12	36	2	2	31	2	7	133	15	..	5	..	42	485
TOTAL	96	14	451	813	150	75	8	1174	157	780	100	39	147	496	86	194	146	211	74	29	30	125	5299

(1) Brite and Drake only. (2) Central Wesleyan, Nast and Swedish (Evanston, Ill.) did not provide information but they have a total attendance of 71, making the total for the Meth. Episc. N. 732. (3) S. Methodist University, Dallas, did not report. (4) Bloomfield with 22 in attendance did not give denominational figures.



SEMINARY GROUPINGS	Students of Own Denom. in Own Seminaries	Students of Other Denom. in Attendance	Students of Own Denom. in Other Seminaries	Total Students Educated by Denom. Seminaries	Total Students of Denom- ination
Adventists.....	13	....	1	13	14
Baptist N.....	377	105	74	482	451
Without U. C. (1).....	(334)	(23)	....	(357)	....
Baptist S.....	800	8	13	808	813
"Congregational" (2).....	95	190	62	285	157
Disciples (3).....	114	11	53	125	167
Protestant Episcopal.....	176	1	18	177	194
Lutheran.....	1139	4	35	1143	1174
Methodist Episc. (4).....	644	17	136	661	780
Methodist Episc. S. (5).....	83	....	17	83	100
Presbyterian U. S.....	122	7	25	129	147
Presbyterian U. S. A.....	430	143	66	573	496
Reformed (All).....	166	7	45	173	211
Ref. Presbyterian.....	13	6	....	19	13
Unitarian.....	19	3	10	22	29
United Presbyterian.....	77	18	9	95	86
United Brethren.....	62	2	7	64	69
Universalist.....	29	5	1	34	30
TOTAL.....	4359	527	572	4886	4931

*Notes:*

(1) The inclusion of the University of Chicago among the Baptists N gives to the denomination no small credit for educating men of other persuasions.

(2) Among "Congregational" are listed those schools like Yale, Oberlin, etc. which are not organically Congregational but which through the years have been in close friendly co-operation with the denomination.

(3) These figures do not do the Disciples justice, since but two of their schools reported. The numbers in the third column, however, are reliable.

(4) Attention has been called before to the fact that the figures for Nast, Central Wesleyan and the Swedish are not included in the above.

(5) The Southern Methodist University of Dallas did not provide data.

## OBSERVATIONS

Exclusive of the University of Chicago Divinity School, the Baptist Seminaries are devoting their attention, on the whole, to students of their own Church. The "Congregational" Seminaries are devoting 67 per cent of their money to the education of students of other denominations, whereas 40 per cent of all Congregational Theological students are profiting by the investments of others. The Disciples also attend other schools in large proportions. The Methodists do not educate many students of other persuasions, but their students go in large numbers to other schools. The Presbyterians U. S. A., while generous to provide instruction for 143 men of other churches, receive in return free training for 66 of their men in other schools, the majority of whom are in Union, Yale and the University of Chicago Divinity School. Students of other denominations adhere quite strictly to their own schools. The weakening of the denominational hold on the students may be

noticed in certain instances where the figures of the third column are in excess of those of the second. The above tables show that approximately one-eighth of the students studying for the ministry are in seminaries not of their own denomination.

## INDEPENDENT SEMINARIES

	Harvard Union Vanderbilt Univ. of Chi. Divinity Sch.	Independent but in Friendly Co-operation with Congregational Churches	Total
Baptists N.....	68	24	92
Baptists S.....	3	3	6
Congregational.....	38	72	110
Church of Brethren.....	4	1	5
Disciples.....	36	36	72
Protestant Episcopal.....	7	8	15
Evangelical.....	6	..	6
Friends.....	2	4	6
Lutheran.....	21	9	30
Methodist Episcopal.....	45	43	88
Methodist Episcopal S.....	14	..	14
Presbyterian U. S.....	2	11	13
Presbyterian U. S. A.....	41	16	57
Reformed.....	16	5	21
Unitarian.....	8	..	8
United Brethren.....	2	5	7
United Presbyterian.....	2	..	2
Others.....	30	27	57
TOTAL.....	364	264	608

## OBSERVATIONS ON THE MORE INDEPENDENT SEMINARIES

The Divinity School of the University of Chicago has students of 19 different denominations listed among its students. 36 per cent of the entire enrollment are Baptists. Six Seminaries usually classified as "Congregational," but which are only so by friendly affiliation and co-operation, have 28 per cent Congregationalists and 72 per cent others, distributed among two score denominations.

Yale has 15 per cent Congregationalists, 18 per cent Methodists, 22 per cent Disciples, and 45 per cent others.

Union has 13 per cent Baptists, 15 per cent Methodists, 18 per cent Presbyterians, and 20 per cent Congregationalists. But 3 of the 8 "Congregational" Seminaries have as many Congregationalists in attendance as Union. But 4 of all the Presbyterian U. S. A. Seminaries have as many Presbyterians in attendance as Union.

The above figures seem to reveal a tendency of the denominations to neglect the Seminaries which are free from their own control. The strong contrast is very noticeable between

this class of schools and those which are under strict denominational control. Compare Yale with its 15 per cent Congregationalists with Chicago Theological Seminary which has 92 per cent Congregationalists. Compare also Vanderbilt with its 17 per cent Methodists with Emory University Seminary which has 100 per cent Methodists.

It is significant to note the wide range of denominations represented in the student bodies of the following Seminaries: Union, Harvard, Yale, University of Chicago Divinity School, Vanderbilt, Oberlin, Hartford, Atlanta, Pacific School of Religion, Princeton and Lane. The reasons for this are due in no small degree to the point of view entertained by the schools themselves. Certain "liberal" schools draw "liberal" spirits from all denominations, whereas certain "conservative" schools attract from various denominations those less "liberally" inclined.

The two last paragraphs seem to show the lines of cleavage in theological thinking to be as wide within denominations as between denominations. Thus the point of view of the institution determines the type of men it attracts, with less and less regard to denominational lines. The tendency appears to be in the direction of new groupings, i. e., away from denominational to thought groups. A cross section of any one of these older groups, on critical examination, shows these elements to be crystallizing into new combinations and groupings.

The foregoing classifications of Seminaries into independent and denominationally controlled schools calls forth important inferences relative to the cause of the present status in student attendance both within the groups as wholes and within the respective schools within the groups. Though not in the purview of this paper to express them, it is hoped that these delicate but important inferences may be drawn by those who are in a position to ameliorate the situation.

## CLASSIFICATION OF STUDENTS BY YEARS

GROUP	Graduate	Senior	Middler	Junior	Special	Total
Baptist N. (1).....	74	116	106	137	49	482
Baptist S. (2).....						808
"Congregational".....	38	67	73	72	35	285
Disciple (3).....	6	11	16	50	5	88
Protestant Episcopal.....	13	42	49	48	25	177
Lutheran.....	72	346	384	294	47	1143
Meth. Episc.....	66	124	176	229	66	661
Meth. Epis. S. (4).....	8	6	37	32		83
Presby. U. S.....	5	31	45	41	7	129
Presby. U. S. A.....	74	126	167	161	45	573
Reformed.....	25	38	47	60	3	173
Ref. Presby.....	3	16				19
Unitarian.....		6	5	6	5	22
United Presby.....	20	19	24	23	9	95
United Brethren.....	1	18	28	17		64
Universalist.....	3	4	15	6	6	34
Others.....	72	119	108	145	41	485
						5321 (808)
TOTALS.....	480	1089	1280	1321	343	4313

Notes; The above is a list of the groups of seminaries and not of students by denominations or denominational leanings. A few Seminaries have not given satisfactory classifications. (1) Including approximations of classes in Northern and University of Chicago. (2) Detailed information was not provided. (3) Only the Des Moines and Ft. Worth schools are here reported. (4) Only Emory is given here.

The figures for the 96 schools tabulated above show the average percentages by classes as follows: 11 per cent Graduates, 24 per cent Seniors, 28 per cent Middlers, 30 per cent Juniors and 7 per cent Special. These percentages will be especially interesting to those denominations whose students are studying in large numbers in schools other than their own. Thus the Congregational expectancy for the year's output will be 24 per cent of 157, their total student list in all seminaries, or 38 men. The graduate class will provide some recruits but as many seniors will continue their studies, thus leaving the figure about the same. On this basis the Disciples may expect 40 men to be graduated in the spring from the 96 seminaries listed above. For the total list of students of a given denomination see page (14).

## CLASSIFICATION BY PREVIOUS TRAINING

SEMINARY GROUPS	College Graduate	Two years College	High School Graduate	Gram. School Graduate
Baptist N.....	286	54	58	10
Baptist S. (1).....	98	175	60	180
"Congregational".....	228	32	8	7
Disciple.....	6	36	38	8
Protestant Episcopal (2).....	91	15	25	1
Lutheran.....	883	110	137	9
Meth. Episc.....	474	83	79	25
Meth. Episc. S. (3).....	41	24	18	..
Presby. U. S.....	83	36	10	..
Presby. U. S. A. (4).....	394	64	56	11
Reformed.....	114	33	10	10
Ref. Presby.....	3	16	..	..
Unitarian.....	5	8	9	..
United Brethren.....	27	8	14	15
United Presby.....	73	7	11	4
Universalist.....	10	7	17	..
Others.....	294	47	115	11
TOTALS.....	3120	755	665	291

*Note:* A very few schools have not provided adequate data to be included in this report.

The above figures give in classified form the total number of students of all denominations attending the various denominational groups of Seminaries. For example in all Baptist schools there are 286 college graduates of all persuasions.

(1) Louisville Seminary gave no classification. (2) St. John's Delancy, Nashotah, and General give no statistics. (3) Emory only is reported here. (4) Bloomfield did not provide data.

The above study shows that 64.5 per cent of all the students in the 96 Seminaries reporting are "college graduates." 16 per cent have had two years of college study. 13.5 per cent have graduated from high school only. 6 per cent have not gone beyond the grammar grade.

## PERCENTAGE OF COLLEGE GRADUATES IN THE SEMINARY GROUPS

"Congregational".....	84%	Reformed.....	68%
Lutheran.....	77.5%	Presby. U. S.....	64%
United Presbyterian.....	77%	Methodist Episc.. S.....	50%
Presbyterian U. S. A.....	75%	United Breth.....	42%
Methodist Episcopal.....	72%	Universalist.....	40%
Baptist N.....	70%	Others.....	40%
Protestant Episcopal.....	69%		

According to this table eight groups are above the average of 64.5 per cent. The meagre preparation with which so many men enter the Seminary is a matter of no little importance to the Church. The above figures will tell their own story.

From the foregoing study it will be apparent that the Churches may profitably address themselves to the problem of attendance in their respective Theological Seminaries. Evidently eleven hundred graduates will not be sufficient to meet

the demands for trained leadership in the Protestant Churches of America, to say nothing of the needs of the foreign fields. According to the last religious census of the United States the above figures show: 1st, the number of members in the respective denominations for each of their students in the Seminary; and 2nd, the number of members in these communions for each graduate, on the basis of 24 per cent, to be somewhat as follows:

DENOMINATION	COMMUNICANTS	
	To EACH STUDENT	To EACH GRADUATE
Adventist.....	4,668	19,450
Baptist N.....	6,515	24,146
Congregational.....	5,104	21,250
Protestant Episcopal.....	5,633	23,475
Lutheran.....	1,951	8,129
Methodist Episcopal.....	4,761	19,837
Presbyterian U. S.....	2,441	10,171
Presbyterian U. S. A.....	3,248	13,533
Reformed.....	2,319	9,829
United Presbyterian.....	1,885	7,854

*Note:* Figures on the other denominations are too incomplete to yield satisfactory approximations. The actual conditions are not quite as bad as this indicates, for it is impossible to get complete data on student attendance.

Though certain allowance must be made for the accuracy of the above table, it does in a large sense reflect the actual situation. For most of the denominations the figures are not far from accurate.

The foregoing study has shown how inadequate to meet the needs of the Christian Church is the number of men now in the Protestant Seminaries. As many men are needed each year to fill the vacancies in the Churches as are in the total Seminaries in all classes. This means that there are but one fourth as many men studying in the Seminaries as there should be if the Church is to have trained leadership. The other three-fourths must be recruited from other sources, which indicates deficient training and mediocre preachers. Masses of these men are being recruited from the short course training schools. These men, however well supplied with zeal and noble purpose, are seriously handicapped by the inadequacy of their preparation. There are still others who have not even enjoyed the benefit of the shorter Bible School course.

The fact that not even two-thirds of the men studying in the 96 seminaries included in this report are college graduates further shows that even in our institutions of higher religious education we by no means find all the men adequately prepared for the grade of work expected of them. The further fact that nearly one sixth have graduated only from High School very greatly diminishes the possibilities of an adequately trained output even from the seminaries. That 6%

of the total number in the seminaries are only grammar school graduates leads one to wonder whether the schools are to be commended for their zeal to serve by accepting these men or whether they are to be censured for faulty judgment.

A strong redeeming feature of the situation is seen in the fact that 11% of the men are remaining for further study after graduation from the seminary. It is out of these, however, that the teaching staffs of the seminaries will be made up very largely, so in the end the direct gain for the pulpits is not so great as it first appears. The large percent of graduate students listed among "Baptist" seminaries, is due to the graduate school of the University of Chicago. The larger part of these are not Baptists. The number of graduate students in the "Congregational" group of seminaries has been made significant by the Graduate School at Yale, where the larger percent are not Congregationalists. The graduate list has been augmented for the Presbyterians U. S. A. by the Graduate School at Princeton. A fairly good percentage of these men are not Presbyterians. The very high percentage of the graduate students in the "Other" list is occasioned by the graduate facilities at Union. These Union men are distributed among the various denominations in about the proportion of their attendance as indicated previously. On the other hand, practically all the men taking graduate work in the Lutheran, Methodist Episcopal, Protestant Episcopal, Reformed, United Presbyterian, and a few other groups of Seminaries belong to the denomination of the seminary in which they are studying.

The great number of students studying in seminaries other than of their own denomination is significant. It means breadth of vision, knowledge and sympathy. This interdenominational or "un"-denominational instruction is tending toward unity.

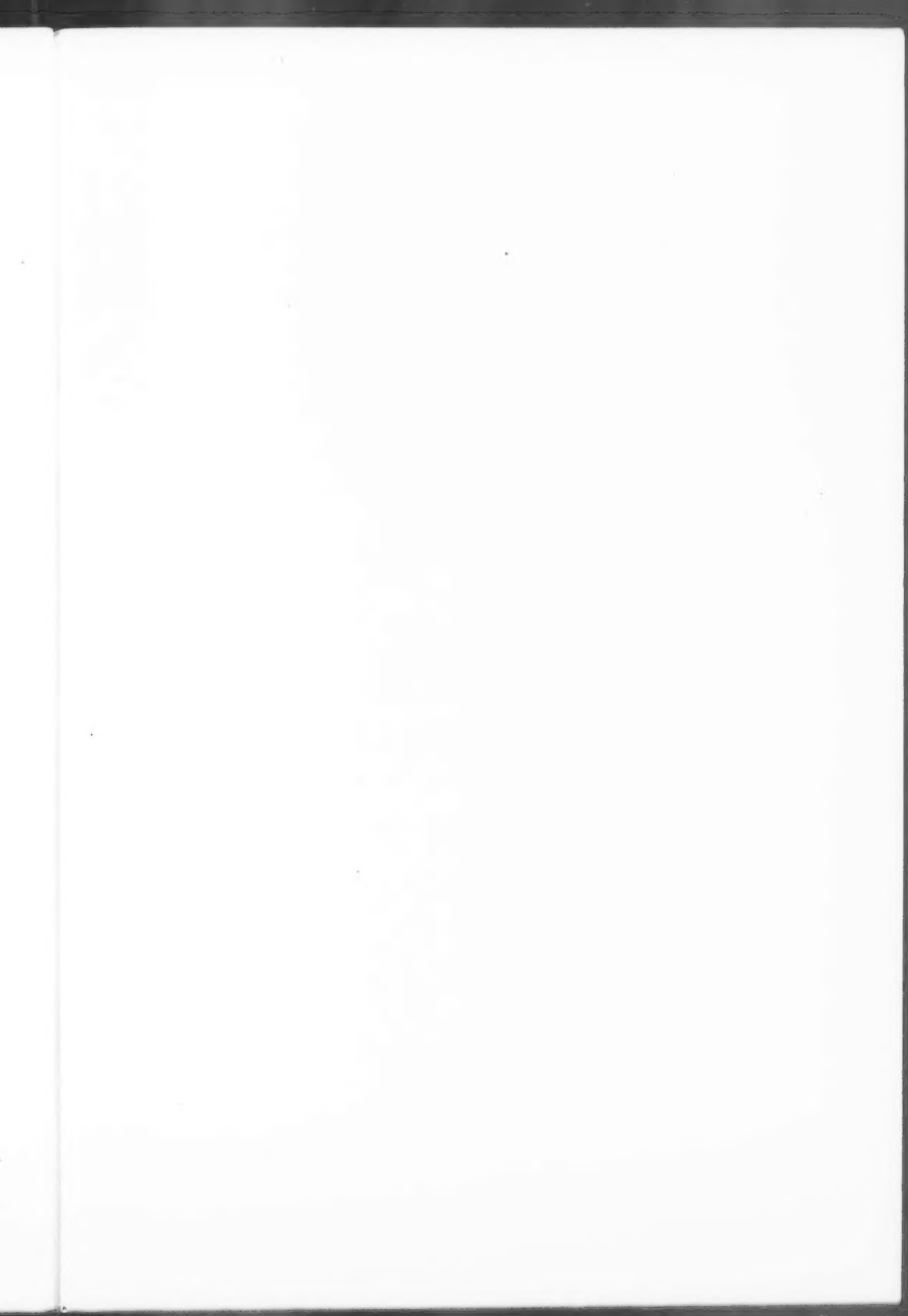
The "Independent" seminary occupies a position of privilege as well as difficulty. It attracts men of different denominations in accordance with its strength and point of view. On the other hand, it has sacrificed much of the loyalty of the denomination which has fostered it, and unless it has very superior advantages it will have increasingly greater difficulties to maintain its place in the field. To no class of institutions do those persons, who pray for the unity of the Church, owe a greater debt of gratitude.

The seriousness of the situation cannot easily be exaggerated. If the Church is to hold her place in the future, to say nothing of taking advance ground, she must in some way, lead more strong men into the better class of seminaries. These schools are equipped to take care of many more men



and they are making noble efforts to get the men to fill up their classes, but they cannot do it single handed. They need the co-operation of the pastors, college professors, Christian parents, and all. One of the most "successful" pastors in one of our greatest churches recently stated that during his pastorate of ten years in that place not a single boy from his congregation had entered the ministry. Since this is not an isolated case, the task of the seminary in recruiting for itself is a great one. Until the pastors and parents can be interested more in the ministry as a calling the seminaries will continue to face this same difficulty. The situation is so serious that every agency of the Church, whose business and interest it is to recruit the right sort of men in sufficiently large numbers for the ministry, should have every possible influence for helpfulness put at their disposal without delay.





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# Christian Education

VOLUME IV

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Published monthly, omitting August and September, by

THE COUNCIL OF CHURCH BOARDS OF EDUCATION IN THE UNITED STATES  
OF AMERICA

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ADDRESS BEFORE THE ANNUAL MEETING OF THE  
COUNCIL OF CHURCH BOARDS OF EDUCATION,  
WALLACE LODGE, YONKERS, N. Y.  
JANUARY 3, 1921

By A. W. HARRIS, President of the Council

The Council of Church Boards of Education has completed another year of co-operative service. We have proved anew in our own experience as educational leaders of the Church the truth of the fable of the fagots, so easily bent and broken apart, but invincible when firmly bound together.

The tangible results of our co-operation are not to be underestimated. But its best results lend themselves less readily to tabulation and I wish to emphasize them—achievements in the realm of ideas, broader and saner views of social reconstruction and useful criticism of modern educational ideals everywhere. Let me call your attention to a few things we are trying to do now or may attempt a little later, upon which we may concentrate our united strength.

(1) We stand for the *Christian spirit in education*, all education, which must be permeated with ideals of altruism and public service, if America is to be a Christian nation in fact as well as in name.

(2) We must emphasize more and more *educational experience as a prerequisite for administrative efficiency in our colleges*. A college president needs not only large business sagacity, breadth of knowledge, intellectual ability, commanding personality, but intimate knowledge of the *teaching business*. He needs professional training and experience in the school room; he will be called upon to cast the deciding vote in nine cases out of ten in the selection of his faculty, and should know what good teaching is and how to obtain it.

(3) The notably skillful and illuminating *work of the Survey Department of the Council should be continued* and the data gathered with care and scientific precision should be made easily available for general use through various forms of denominational and other publicity. The concentration of all survey work for the Boards in one office is desirable, both in the interest of economy and efficiency. Here the work may be done by experts, who have a background of wider experience and

fuller knowledge than is likely to be available in the average Board office. The facts already revealed by the surveys of the Council are of great value and, if used wisely and courageously, will prove themselves worth more than all that they have cost.

(4) I believe that the growing *entente cordiale* between the *Federal Council of Churches* of Christ in America and the *Council of Church Boards of Education* should be *cultivated and strengthened*. I incline, personally, to the opinion that it would be an advantage to both organizations if some way could be found by which the Federal Council of Churches might recognize the Council of Church Boards of Education as its Educational Department and become a contributor to its support. This would afford us opportunity for service to a larger number of denominations now represented in the Federal Council but not identified with the Council of Church Boards of Education.

(5) In my judgment, there is a field for a monthly educational journal. It should be of high grade, dealing with the philosophy, technic and practice of education in a popular and interesting way, equal to the best literary magazines of the day. There are educational magazines, it is true, but none that seems to supply the need I have in mind. Most such journals, organs of teachers' bureaus or teachers' associations, are more or less dry, too technical, and really incidental. We need an attractive periodical, illustrated, with live news items and fresh editorial utterance, which would stimulate interest in the currents of the best modern educational thinking and develop appreciation of the public service rendered by teachers.

It is not my thought that such a magazine should be primarily the organ of this Council, but that issued in syndicated form perhaps by several denominations, it should have the sympathy and support of the United Boards.

(6) The Council is to be especially congratulated upon its good fortune in the *efficient handling of all its affairs by the Executive Secretary*. The influence and prestige of the Council are largely due to the forceful personality and unusual tact of its chief officer. Dr. Kelly has been at the helm for four years. It is notable that while the Council has grown steadily in service rendered and in public confidence, accomplishing a really important work, there has never been a deficit under his



administration. He will make a detailed statement of what has been done during the past year in his Annual Report. I ask you merely to glance for a moment at some of the outstanding items that should give us satisfaction and receive our cordial acknowledgment as a Council:

1. The influence exerted by the Council on the program and policies of the Association of American College would justify its existence, if it had done nothing else. The organized influence of the denominational Boards has shaped the character and directed the currents of the Association.
2. The growing prestige of the Council is evinced in several significant facts: (a) The election of the Council to full membership in the American Council on Education, higher education under Protestant auspices being recognized for the first time on a co-ordinate basis with education under State and Catholic control. (b) The invitation extended by the Committee on Academic Freedom and Tenure of Office of the American Association of University Professors to the like Committee of the Council to unite as a joint committee for the investigation of this important subject. (c) The appointment of the Executive Secretary of the Council as a Trustee of the American University Union in Europe, thereby widening the channel for dissemination of the ideals for which the Council stands. (d) Appointment of the Executive Secretary, after his voluntary relinquishment of the Directorship, as a Trustee of the Joint Committee on Franco-American Scholarships and signal expression of appreciation for service rendered from the French Government, which, with notable ceremonies conferred upon our Executive Secretary, the title Chevalier of the Legion of Honor.\* (e) The invitation of the United States Commissioner of Education to officers of the Council to meet in council at Washington regarding plans for the Fed-

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\*NOTE.—Since the annual meeting of the Council, the French government has notified Dr. Kelly that he has been made "Président d'Honneur" of the Association of Franco-American Scholars.

eral Bureau's campaign for American educational advance.

3. The survey material gathered by the Council has attracted favorable attention from expert investigators, such as those of the Carnegie Foundation and the General Education Board.
4. The Council has done valuable team work with various interdenominational agencies: (a) The Interchurch World Movement; (b) the Federal Council of Churches of Christ; (c) the Young Men's and Young Women's Christian Associations; (d) the Committee on United Surveys; the Home Missions Council; the Foreign Missions Conference, etc.
5. The Council has endeavored to uphold the highest standards of education, while exalting the altruistic principles of our Christian faith. It works often without drawing attention to itself—silently, unostentatiously, effectively—rendering service in unexpected ways.

During the past year the Council has supervised the expenditure of approximately \$60,000, of which \$41,126.14 was on behalf of the American Educational Survey of the Interchurch Movement. The Association of American Colleges contributed directly about \$2,000, and indirectly considerably more for the study of the Survey through its own Commissions.

No contribution from a single denomination has exceeded \$2,000. The Protestant Episcopal Church voluntarily increased its subscription from \$100 to \$1,000. If the work of the Council is to be carried on satisfactorily, it needs a budget equal at least to the following:

Four Secretaries—Executive, Research, University and Publicity.....	\$16,000
Stenographic Service .....	3,000
Rent .....	1,200
"Christian Education" .....	1,000
Printing and Supplies.....	500
Travel .....	1,500
Miscellaneous .....	500
<b>TOTAL .....</b>	<b>\$23,700</b>

The Council may wisely spend more money than the above, but this should be in hand as a guarantee. The item for "Travel" is chiefly for the University Secretary. The Executive Secretary travels, but honorariums and special contributions by organizations served cover most bills thus incurred. The periodical, "*Christian Education*," has brought in some income, but ought to be more widely distributed, free of charge, and should not be looked upon as a source of profit. The Association of American Colleges and other agencies, especially interested, will as heretofore, add materially to the above budget.

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### GENERAL PRINCIPLES OF DETERMINING THE FIELD AND CONSTITUENCY OF AN "EFFICIENT COLLEGE"

ROBERT L. KELLY

A serious attempt is made here to name certain tests by which it may be determined whether a college now has or is likely to have an adequate field and constituency. It is quite certain there are a number of "constants" in this problem and while it is recognized that there are many variables, it is thought worth while to attempt to define some of the constants.

Confessedly these estimates are general, they deal much with averages, they are largely statistical and they do not undertake to measure the spirit or atmosphere of a college.

The discussion is carried on with the "Efficient College" particularly in mind as defined by the Association of American Colleges. This has the advantage of definiteness and the further advantage of holding up for consideration an ideal which has been generally agreed upon as educationally sound. The discussion does not assume that a college which is not "efficient" in accordance with the terms of the definition is failing to do its present task or is unworthy of consideration and support. A large majority, no doubt, of the colleges holding membership in the Association of American Colleges are unable to meet the requirements set forth in the Association's definition. But this fact has not prevented these colleges from

attaching significance and value to the definition. It is fair to assume that most colleges aspire to reach the "efficient" class or, at least, would like to measure their own resources and attainments in terms of the Efficient College. For those colleges which profess or aspire to be "Minimum Colleges" as defined by the Association, it will be easy to make the necessary adaptations of the principles. In other words, the principles may be applied to the "minimum" college quite as successfully as to the "efficient" college.

### 1. TOTAL POPULATION

As set forth by the Commission of the Association on the Distribution of Colleges, there is on the average one student enrolled in some type of college out of each 212 of the population of the United States. This counts all types of colleges, including normal schools of college rank. It estimates that of our total population of 106 million, approximately five hundred thousand students are doing work of college grade. A good many tests have already been made which indicate that the average is not far from correct. One in 213 of the population of Ohio is in college. In some of the cities of the country the number of students in college is in the ratio of 1 to 150 or 145. On the average therefore, an "efficient" college should draw from a total constituency of approximately one hundred thousand persons. A "minimum" college should be able to count 20,000 persons.

It is further estimated that about six per cent of the men and women of college age are in college and if the Army Intelligence Test of native capacity may serve as a guide, there is not much probability that more than fifteen per cent of the men and women of college age will enter college. While this is a prognostication, it nevertheless appears to be a fairly safe conclusion that the number of college students is not likely to much more than double within the next generation. If therefore there were a perfect distribution of college students among existing colleges, which, of course, there cannot be, it would appear that there is no great need for the establishment of large numbers of new colleges. The present agencies, if they could be made to function, would be able to take care of a surprisingly large part of the increasing supply of college stu-

dents. To say the least, the burden of responsibility is on the founders of a new college. They ought to satisfy themselves and the public as well, that there is a place for the proposed institution in the field of American education.

## 2. RACIAL AND VOCATIONAL FACTORS IN POPULATION

A careful study must be made of the racial and vocational characteristics of the general population. The population of many of our cities and states is so cosmopolitan that these considerations become in certain instances quite dominating. There are certain racial groups whose representatives do not look toward higher education. There are other racial groups which are noted for their interest in such education. It is also probably unfortunately true that the college as yet has not made an appeal to the representatives of certain vocational classes. So long as the offerings of the typical college are essentially unchanged, it will be quite fair to predict that representatives of certain lines of business will not be flocking toward college doors. It is unnecessary to particularize in stating the general principle, but when the principle is applied to a specific case, it is necessary to face certain facts very squarely if an actual measurement of conditions is to be made. If therefore one-half of the general population which is claimed as making up the constituency of a given institution is found to be made up of racial and vocational groups not particularly interested in college work the fact must be recognized. Such a college will need a general constituency of two hundred thousand. This principle also raises the question as to the policy of a given institution in offering short, correspondence and extension courses, etc., for those parts of the population not interested in the regular college course.

## 3. CHURCH POPULATION

It is a fact now well demonstrated that most of the students in American colleges are affiliated with churches. In general terms, college students are not recruited in relatively large numbers from those parts of the population which claim no church affiliation. It may be estimated that of the total college population of the country from sixty to eighty per cent of the students come from the homes of church

members. The proportion varies in different institutions and no one has the means absolutely of determining the exact ratio as applied to all the college students of the country but there is a mass of data which supports the general statement here made. President Burton is authority for the statement that 85 per cent of the total enrollment of the University of Michigan claim church affiliation. In the report of the church census which has recently been taken under the general supervision of Professor Soares, of the students in the University of Chicago, it is asserted that approximately 90 per cent of the students in that institution claim such affiliation. A statement issued and signed by the registrar of Pennsylvania State College sets forth that within a fraction of 95 per cent of the students in that institution express church preference and affiliation. Dean Bouton of New York University states that of the undergraduate students who entered that institution in September, 1920, there were 28.8 per cent of Jewish faith, 31.8 per cent Roman Catholic and 39.4 per cent Protestant, and he believes that these proportions apply approximately to the entire student body at University Heights. Of course, it is well known that in many of the denominational colleges of the country nearly all of the students are members of or are affiliated with churches. The mere fact therefore that a college has one hundred thousand constituency to draw from would lose much of its significance unless it could be shown that a very considerable proportion of that population was connected with the churches. The smaller the ratio of church population, the larger the total population required.

#### 4. HIGH SCHOOL POPULATION

While, as has been shown, the total population and the racial, vocational and church elements of that population are important factors in determining college attendance, neither, nor all together, constitute the most immediate factor. Students who go to college must have been in secondary schools. The college therefore must either have a full quota of secondary students to draw from or must have such in reasonable prospect if it is to even predict increase in attendance. The U. S. Bureau of Education recently issued two comprehensive bulletins giving quite complete statistics of public and private

high schools for the year 1917-18.\* From these bulletins and from other available sources many interesting facts and tendencies may be pretty accurately determined for almost any state or section of the country. Not only is it desirable to know what the total number of high school students is within the territory of the college, but as well, the proportion of those who graduate who go to college and the trends of development of secondary schools and their students. The number of public high school graduates entering college varies all the way from 48 per cent in Texas to 18 per cent in Maine. Of private high school graduates a larger proportion go to college than of public high school graduates. More boy graduates go to college than girl graduates from both public and private secondary schools. The increase in the number of high school graduates during the period from 1890 to 1918 has been over 925 per cent. Since 1890 the total high school enrollment has increased 710 per cent while the total population has increased only 68 per cent. Even with a million six hundred and forty-five thousand one hundred and seventy-one children in the high schools only a very small fraction of the entire population is so enrolled. This proportion has increased almost five times within the last thirty years. California and Kansas lead in this particular.

#### 5. LOCAL POPULATION

In the typical college, particularly the college which does not already have prestige, approximately 50 per cent of the students come from within fifty miles. If a given college represented the ideal average, it would have one hundred thousand general population, of which sixty to eighty thousand would be church population, mostly Protestant, and a population of fifty thousand within the fifty mile radius. Check up also on racial, vocational and high school phases of the population. The above figures are not to be given exact mathematical value but are suggested as reasonable guides in making studies.

Of course, certain old and well established institutions violate this principle of local population and draw a majority of their students from a territory beyond fifty miles and in some instances a large number of their students from a terri-

\*Bulletin, 1920, No. 19; Bulletin, 1920, No. 3.



tory beyond one hundred miles. But these facts do not militate against the general principle for the typical college without prestige. It is also to be noted that in certain sections of the country, particularly certain western states, the fifty mile radius must necessarily be increased to one hundred or even one hundred and fifty miles. The approximate facts concerning any institution can be made available on all of these points.

#### 6. CENTRES OF POPULATION

Significant shifts of population are occurring in several states of the Union. In Montana the centre of population is moving eastward while in the adjoining state of North Dakota it is moving westward. These movements of population are due to ascertainable causes and will undoubtedly affect the development of colleges. The movement of the centre of population may be away from interests of temporary value and in the direction of stable development. In one state studied eight movements of population have been pointed out, that is, the movement of Indians, Hunters and Trappers, Prospectors, Pioneers, Stockmen, Lumbermen, Miners and Farmers. The significance of these movements of population is seen in the history of colleges founded in response to sectarianism, as aids to real estate booms, etc. The question is, how much and what elements of stability does a given community have and what are the prospects for the future so far as population is concerned.

#### 7. MIGRATION

The October issue of the Association of American Colleges Bulletin contains a report of a study made in this office of the Migration of those college students who are enrolled in the colleges listed by one or more of the following standardizing agencies:\* the Association of American Universities, the North Central Association of Colleges and Secondary Schools, the Southern Association of Colleges and Secondary Schools, and the University of California. The report referred to covers only the colleges in the above named list and eliminates for obvious reasons the large independent and state universities. The striking fact is brought out in this investigation

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\*List published by the American Council on Education, Washington, D. C.



that on the average, 30 per cent of all of the college students of the United States, as defined above, attend college in some other state than their own state. The facts are available with reference to the number of students entering and the number leaving each state for institutions on the list. One state draws almost 90 per cent of its college students from other states. Another state holds about 94 per cent of its college students. Not only the numbers, but the directions of migration may be determined for each state. It is evident that more and more migration will be an important factor in determining the field and constituency of a college.

#### 8. TRANSPORTATION

In a forthcoming issue of the Association of American Colleges Bulletin an extensive report will be made upon transportation as a factor in the establishment and maintenance of colleges. There has been a striking parallel between the development of our higher education and our railroad systems although certain ones of the leading colleges of the United States were established consciously in defiance of this general principle. It is certainly true that the era for establishing colleges away from transportation lines has passed if it ever existed. Maps will be shown in this report showing the distribution of leading colleges and high schools on railroad lines and at railroad junctions. In a word, the typical college must be accessible and the prosperity of a given institution may be greatly interfered with by its inaccessibility.

#### 9. THE STATUS OF EDUCATIONAL DEVELOPMENT

A college is dependent in large measure upon the degree of educational development within its field. Unusual backwardness in educational development may neutralize many of the points heretofore mentioned. In some cases there is a fairly successful degree of coordination as between the various state institutions of a given state. In practically no case has such coordination been developed among the institutions belonging to the independent and denominational group. A low stage of development in elementary and secondary education curtails very naturally the potential supply of college students. The field and constituency of each institution must

be studied from the standpoint of the status of development in all phases of education.

#### 10. RESOURCES OF EXISTING INSTITUTIONS

These are available for most of the institutions of the country and are a determining factor in the establishment of a new college or in the development of a struggling college. These resources must be studied from many points of view, and have to do with personal and material considerations, such as educational standards, the scholarship of the faculty, academic recognition, the method of control, the character and extent of the curriculum, the methods of advertising, the value of the plant and equipment and the amount of productive endowment.

The Council of Church Boards of Education has already responded to numerous requests from Boards of Education and individual institutions for estimates as to the field and constituency of colleges as measured by these and other tests and possesses a large mass of data throwing light upon such problems in every state of the Union.

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#### THE LAKE GENEVA PLAN

For a number of summers there has been conducted by the Young Men's Christian Association at Lake Geneva, Wisconsin, a large student conference. In these great interdenominational gatherings of young men from the colleges and universities of the middle States, the Association and Churches have had equal interest. The Association has had its work systematically and thoroughly organized, whereas the Churches, unhappily, have not had their co-ordinative plans so well matured. This has meant that the denominational representatives have not been able to render the service to the students and Church that they aspired to give. In the interest of efficiency, therefore, the various agencies concerned met, through their representatives, and worked out a *modus operandi* for the Geneva Conference which is now termed *The Geneva Plan*.

In view of the importance of this new endeavor to organize the work at the Geneva Conference that the largest service

may be rendered, it is deemed worth while to present the plan to the end that it may be more generally understood and better results obtained.

1. The Council of Church Boards of Education, through the leadership of its University Secretary, assumes the conservation of all denominational interests in the Conference.

2. The University Secretary, a representative of the Home Land interests and a representative of the Foreign interests constitute the Executive Committee of the Church representatives.

3. The various Educational Boards, having sufficient students in their respective denominations in attendance to justify such action, will appoint representatives to head up and be responsible for all of their denominational interests during the entire session.

4. All the Home Land interests will be unified and directed, as far as consistent, by the Committee on Recruiting the Home Missions Force. This is being done by the Home Missions representative on the Executive Committee mentioned in 2 above. This man, being well informed as to the needs of the whole field as well as about the men in the field who can be secured to represent the various aspects of the work, is in a position to make suggestions and nominations which will result in the formulation of a well balanced presentation of the Home Land challenge. He, with the advice of the Home Missions Boards, nominates to the denominational leader, mentioned in 3 above, and the Camp Executive, such speakers as will best serve the interests of all. Through this means the entire range of Home Missions interests will be presented. These nominees, when satisfactory to the denominational representatives and to the Camp Executive, will be officially appointed by their respective Boards and invited by the Camp Executive to attend the Conference.

5. All the Foreign interests will be handled in a similar fashion to that mentioned for the Home Land interests. As the coordinating agency in this case the co-operation of the Foreign Missions Council is sought. Their representative is also a member of the Executive Committee mentioned in 2 above.

6. The expenses of all the various representatives of the Church agencies will be paid by their respective Boards.

7. That the best results may be obtained it has been determined that all the representatives mentioned in 2 and 3 above are to be present during the Retreat on the evening of June 16th and remain continuously through the conference until the evening of June the 27th. No one who cannot serve in this way is to be appointed. All those mentioned in 4 and 5 are also expected to be present at the Retreat and to remain through the entire conference.

8. The Executive Committee along with those mentioned in 4 above constitute the Camp Church Council which is to meet daily or as often as conditions justify. The Home and Foreign representatives, as well as the Camp Executive and Presiding Officer of the Conference, are urgently invited to attend these sessions. This Council is to remain on Monday after the Conference has closed on Sunday to make a careful study of the entire Conference and to formulate recommendations and determine upon a policy for future conferences.

The foregoing outline of the plan makes no attempt to present details of management, programs, etc., but it does set forth the general plan of organization and provides for co-ordination and specialization. The success of the plan will depend upon the spirit of the men working it as well as upon their continuous presence and sympathy. Constructive criticism will be welcome at any of the Council meetings, but destructive criticism is to be reserved for the final session on Monday.

The implications of this attempt at Lake Geneva are so far reaching that no co-operating agency can afford to fail in a single particular. There is too much at stake this year to treat the matter lightly or to think that liberties may be taken here and there to modify the plan. "United we stand."

This plan will serve as a norm for the organization of other camps. It will be used, with modifications, at Silver Bay, under the leadership of the Rev. Paul Micou, representing the Council. Its adaptation to other camps is in process of being worked out, and it is hoped that through this method of organization and coordination new life and efficiency will be experienced in these most important gatherings.

### **PROPOSAL FOR A CONFERENCE TO CONSIDER THE EDUCATIONAL RESPONSIBILITY OF THE CHURCH**

Meeting at the invitation of the Federal Council of the Churches of Christ in America on December 30, 1920, unofficial representatives of agencies engaged in various aspects of the educational work of the Churches appointed a subcommittee, whose names are appended hereto, to submit the following proposal to the consideration of those agencies:

(1) In view of the present challenge to a larger and more adequate program of education by the Churches, a conference of official representatives of the interdenominational agencies of the Churches working in the educational field should be held sometime before May 1, 1921, for the purpose of considering:

(a) The demand for a larger emphasis upon the educational work of the Churches and problems of the Churches in this whole field, including what is involved both in the term, "religious education" and in the term, "Christian education."

(b) The co-operation of the existing agencies to meet that demand most effectively.

(2) The conference shall be called by the joint action of the participating agencies and the personnel of the conference shall consist of officially designated representatives of each of the participating agencies, not to exceed a total of one hundred and fifty. If a larger and more general convocation should also be found advisable, it may be subsequently called by this conference.

(3) All the arrangements for the conference, including date, place and program, shall be in the hands of a committee consisting of one representative of each of the participating agencies. Each of the agencies is, therefore, invited to nominate a member of this committee, except those already represented by the persons whose signatures are appended hereto.

(4) The agencies included in the conference shall be:

The Council of Church Boards of Education.

The Sunday School Council of Evangelical Denominations.

The International Sunday School Association.

The American Sunday School Union.

The International Sunday School Lesson Committee.

The World's Sunday School Association.  
The Religious Education Association.  
The Missionary Education Movement.  
The Board of Missionary Preparation.  
The International Committee of the Y. M. C. A.  
The National Board of the Y. W. C. A.  
The Association of Theological Seminaries.  
The Conference of University Pastors.  
The Association of Teachers of the Bible in Secondary  
Schools and Colleges.

The Federal Council of the Churches of Christ in  
America.

Other invitations may be issued by the committee on  
arrangements.

(Signed) BENJAMIN S. WINCHESTER,  
GEORGE T. WEBB,  
ROBERT L. KELLY,  
HENRY F. COPE,  
S. M. CAVERT, *Recording Secretary.*

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